



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12211574  
SAU: MSAD 27  
School: Fort Kent Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

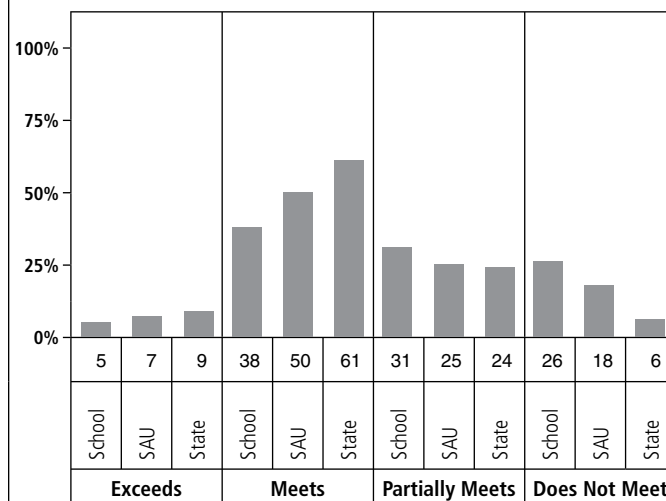
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: MSAD 27  
School: Fort Kent Elementary School

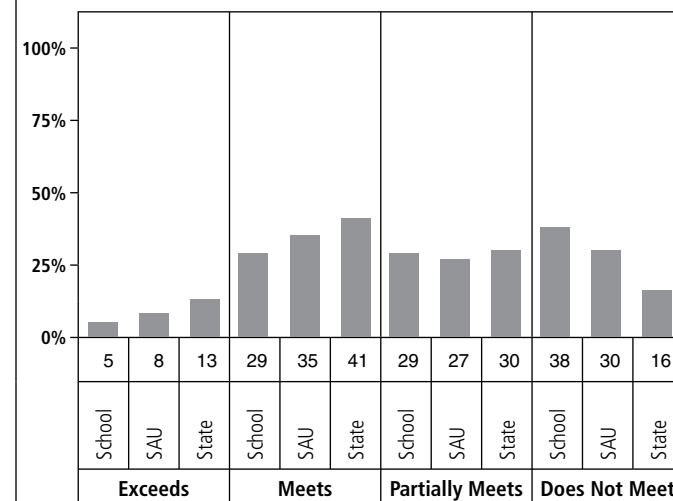
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	639	641	646
2007–2008	647	646	648
<b>2008–2009</b>	<b>639</b>	<b>642</b>	<b>647</b>
Cum. Avg.*	642	643	647
<b>Mathematics</b>			
2006–2007	634	636	643
2007–2008	637	636	642
<b>2008–2009</b>	<b>633</b>	<b>638</b>	<b>643</b>
Cum. Avg.*	635	637	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: MSAD 27  
School: Fort Kent Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	43	100	61	100	14251	100	43	100	61	100	14150	99	43	100	61	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	43	100	61	100	13309	93	43	100	61	100	13224	100	43	100	61	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	12	28	13	21	2468	17	12	100	13	100	2423	99	12	100	13	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	21	49	30	49	5780	41	21	100	30	100	5724	99	21	100	30	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	30	70	47	77	11369	80	30	70	48	79	11373	80						
Identified disability (PET/IEP)	1	3	1	2	355	3	1	3	2	4	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	12	28	13	21	2594	18	12	28	12	20	2605	18						
Identified disability (PET/IEP)	10	83	11	85	1881	73	10	83	10	83	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	2	17	2	15	519	20	2	17	2	17	532	20						
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	2	187	1	1	2	1	2	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 27
School: Fort Kent Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	0	0	1132	8
	2007-2008	6	12	6	8	1817	13
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	8	6	10	5	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	22	56	41	57	8127	57
	2007-2008	30	61	47	64	8072	57
	<b>2008-2009</b>	<b>16</b>	<b>38</b>	<b>30</b>	<b>50</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	68	52	118	57	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	5	13	15	21	3549	25
	2007-2008	8	16	12	16	3194	23
	<b>2008-2009</b>	<b>13</b>	<b>31</b>	<b>15</b>	<b>25</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	26	20	42	20	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	12	31	16	22	1478	10
	2007-2008	5	10	9	12	981	7
	<b>2008-2009</b>	<b>11</b>	<b>26</b>	<b>11</b>	<b>18</b>	<b>799</b>	<b>6</b>
	Cum. Total*	28	22	36	17	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	27.1	48.4	29.7	53.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	9.5	47.5	10.3	51.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	17.6	48.9	19.4	53.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 27  
 School: Fort Kent Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	42	2	5	16	38	13	31	11	26	639	60	7	50	25	18	642	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	42	2	5	16	38	13	31	11	26	639	60	7	50	25	18	642	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	0	0	2	18	9	82	619	12	0	8	17	75	621	2236	1	30	48	22	637
No	31	2	6	16	52	11	35	2	6	645	48	8	60	27	4	647	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	42	2	5	16	38	13	31	11	26	639	60	7	50	25	18	642	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	20	0	0	5	25	6	30	9	45	630	29	0	48	21	31	636	5617	4	54	33	9	643
No	22	2	9	11	50	7	32	2	9	646	31	13	52	29	6	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	42	2	5	16	38	13	31	11	26	639	60	7	50	25	18	642	13959	9	61	24	6	647
<b>Gender</b>																						
Female	15	0	0	9	60	3	20	3	20	643	22	5	68	14	14	645	6743	13	63	20	4	649
Male	27	2	7	7	26	10	37	8	30	636	38	8	39	32	21	640	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										8	0	38	50	13	638	1408	4	41	43	12	641
No	38	2	5	15	39	11	29	10	26	639	52	8	52	21	19	642	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	42	2	5	16	38	13	31	11	26	639	60	7	50	25	18	642	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 27  
School: Fort Kent Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	0	0	2	100	615	3	0	0	0	100	615	6	5	47	32	16	642
B. less than one hour	52	2	9	10	45	6	27	4	18	642	53	13	56	19	13	645	59	9	62	24	5	647
C. one to two hours	38	0	0	6	38	7	44	3	19	639	40	0	50	38	13	642	32	11	64	21	4	648
D. more than two hours	5	0	0	0	0	0	0	2	100	614	3	0	0	0	100	614	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	17	2	29	4	57	0	0	1	14	650	15	33	56	0	11	651	31	17	66	14	3	651
B. good	52	0	0	12	55	8	36	2	9	644	60	3	67	25	6	646	48	8	64	23	5	647
C. fair	24	0	0	0	0	5	50	5	50	625	18	0	9	45	45	627	18	2	48	40	10	641
D. poor	7	0	0	0	0	0	0	3	100	615	7	0	0	25	75	622	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	39	1	6	6	38	5	31	4	25	638	36	10	48	24	19	641	38	13	65	18	3	650
B. They match some of what I have learned.	44	0	0	9	50	5	28	4	22	640	49	0	62	24	14	643	49	8	63	24	5	647
C. They match just a little of what I have learned.	15	1	17	1	17	2	33	2	33	636	14	25	25	25	25	641	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	0	0	1	100	628	2	0	0	0	100	628	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	25	1	10	2	20	3	30	4	40	635	21	8	33	25	33	637	16	7	52	30	11	644
B. about the same as my regular schoolwork	73	1	3	14	48	9	31	5	17	642	74	7	58	23	12	645	66	10	64	22	4	648
C. easier than my regular schoolwork	3	0	0	0	0	0	0	1	100	610	5	0	33	33	33	629	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	1	14	2	29	4	57	628	12	0	14	29	57	628	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	1	4	9	39	9	39	4	17	640	58	3	53	32	12	642	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	27	1	9	6	55	1	9	3	27	643	31	17	61	6	17	647	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	33	2	15	7	54	3	23	1	8	647	34	15	60	20	5	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	50	0	0	8	40	6	30	6	30	638	53	3	52	26	19	642	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	18	0	0	1	14	3	43	3	43	626	12	0	29	29	43	627	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	10	0	0	2	50	1	25	1	25	643	8	20	40	20	20	647	23	15	65	16	4	650
B. 20 minutes to an hour	26	2	18	6	55	2	18	1	9	647	42	12	64	20	4	648	49	10	64	22	4	648
C. less than 20 minutes	12	0	0	3	60	0	0	2	40	638	15	0	78	0	22	642	11	6	58	29	7	645
D. I rarely read at home.	52	0	0	5	23	10	45	7	32	634	35	0	24	43	33	633	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	624	33	0	0	0	100	624						
C.	33	0	0	0	0	0	0	1	100	610	33	0	0	0	100	610						
D.	33	0	0	1	100	0	0	0	0	654	33	0	100	0	0	654						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	6
SAU:	MSAD 27
School:	Fort Kent Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	2	5	5	7	2092	15
	2007-2008	0	0	1	1	1474	10
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	4	3	11	5	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	17	44	24	33	5731	40
	2007-2008	18	37	28	38	6008	43
	<b>2008-2009</b>	<b>12</b>	<b>29</b>	<b>21</b>	<b>35</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	47	36	73	35	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	4	10	21	29	4175	29
	2007-2008	20	41	27	36	4244	30
	<b>2008-2009</b>	<b>12</b>	<b>29</b>	<b>16</b>	<b>27</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	36	28	64	31	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	16	41	22	31	2308	16
	2007-2008	11	22	18	24	2346	17
	<b>2008-2009</b>	<b>16</b>	<b>38</b>	<b>18</b>	<b>30</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	43	33	58	28	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	24.2	43.2	27.1	48.4	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	7.4	41.1	8.7	48.3	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	5.5	45.8	6.1	50.8	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	5.9	42.1	6.6	47.1	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	5.4	45.0	5.7	47.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 27  
School: Fort Kent Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	42	2	5	12	29	12	29	16	38	633	60	8	35	27	30	638	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	42	2	5	12	29	12	29	16	38	633	60	8	35	27	30	638	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	0	0	0	0	11	100	611	12	0	0	8	92	613	2248	3	18	33	46	629
No	31	2	6	12	39	12	39	5	16	641	48	10	44	31	15	644	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	42	2	5	12	29	12	29	16	38	633	60	8	35	27	30	638	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	20	0	0	3	15	5	25	12	60	624	29	3	28	24	45	631	5620	6	33	37	25	637
No	22	2	9	9	41	7	32	4	18	641	31	13	42	29	16	644	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	42	2	5	12	29	12	29	16	38	633	60	8	35	27	30	638	13974	13	41	30	16	643
<b>Gender</b>																						
Female	15	0	0	6	40	5	33	4	27	634	22	9	41	27	23	639	6738	12	40	32	16	642
Male	27	2	7	6	22	7	26	12	44	633	38	8	32	26	34	637	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										8	0	25	38	38	634	1410	3	24	41	32	634
No	38	2	5	12	32	10	26	14	37	634	52	10	37	25	29	638	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	42	2	5	12	29	12	29	16	38	633	60	8	35	27	30	638	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 27  
School: Fort Kent Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	0	0	2	100	618	3	0	0	0	100	618	6	7	32	28	32	636
B. less than one hour	52	2	9	8	36	7	32	5	23	640	53	13	44	28	16	643	59	13	41	30	16	643
C. one to two hours	38	0	0	4	25	5	31	7	44	630	40	4	29	29	38	635	32	14	41	31	14	644
D. more than two hours	5	0	0	0	0	0	0	2	100	602	3	0	0	0	100	602	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	2	20	3	30	1	10	4	40	637	27	31	31	13	25	645	30	27	45	18	9	651
B. good	52	0	0	8	36	6	27	8	36	634	43	0	38	31	31	636	46	9	45	31	15	643
C. fair	24	0	0	1	10	5	50	4	40	627	30	0	33	33	33	633	20	2	29	43	26	635
D. poor	0										0						4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	1	7	5	36	4	29	4	29	639	35	10	43	29	19	642	35	18	42	27	13	646
B. They match some of what I have learned.	48	1	5	6	30	5	25	8	40	633	47	7	36	21	36	637	50	11	43	31	15	643
C. They match just a little of what I have learned.	14	0	0	1	17	3	50	2	33	630	15	11	22	44	22	636	13	8	31	36	26	638
D. There is no match.	5	0	0	0	0	0	0	2	100	602	3	0	0	0	100	602	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	50	1	5	7	33	7	33	6	29	634	48	3	41	31	24	636	32	7	40	34	20	640
B. about the same as my regular schoolwork	45	1	5	5	26	5	26	8	42	635	45	7	33	26	33	639	56	13	42	30	15	644
C. easier than my regular schoolwork	5	0	0	0	0	0	0	2	100	606	7	50	0	0	50	636	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	2	13	5	31	4	25	5	31	639	48	11	39	25	25	641	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	53	0	0	6	29	8	38	7	33	633	45	8	31	35	27	638	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	0	0	0	0	3	100	604	7	0	25	0	75	615	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	24	0	0	2	20	1	10	7	70	621	20	0	25	8	67	625	6	8	29	29	34	635
B. 30–45 minutes	43	1	6	5	28	7	39	5	28	637	52	10	35	35	19	641	33	10	37	34	19	641
C. 45–60 minutes	31	1	8	5	38	4	31	3	23	640	27	13	44	25	19	643	45	15	44	29	12	645
D. more than 60 minutes	2	0	0	0	0	0	0	1	100	600	2	0	0	0	100	600	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	0	0	1	33	2	67	617	5	0	0	33	67	617	9	14	35	29	22	641
B. two or three days a week	10	0	0	0	0	1	25	3	75	617	8	0	20	20	60	622	26	15	40	30	16	644
C. two or three times each month	38	1	6	7	44	4	25	4	25	638	37	9	45	27	18	641	31	13	43	30	14	644
D. never or almost never	45	1	5	5	26	6	32	7	37	635	50	10	33	27	30	639	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	24	0	0	1	10	4	40	5	50	628	20	0	17	42	42	631	17	8	35	33	24	639
B. two or three days a week	33	1	7	5	36	4	29	4	29	638	32	11	42	26	21	640	28	13	42	30	15	643
C. two or three times each month	31	1	8	4	31	4	31	4	31	633	27	6	25	31	38	632	31	15	43	30	13	645
D. never or almost never	12	0	0	2	40	0	0	3	60	630	22	15	54	8	23	646	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	600	33	0	0	0	100	600						
C.	33	0	0	0	0	0	0	1	100	612	33	0	0	0	100	612						
D.	33	0	0	1	100	0	0	0	0	644	33	0	100	0	0	644						

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